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ABSTRACT

This document provides statistical information on the current status of teacher education in Japan. Data are given for the following topics: (1) number of universities, junior colleges, and appointed teacher training institutions; (2) number of graduates who obtained teacher certification; (3) percentage distribution of teachers by educational attainment; (4) minimum requirements for teacher certification; (5) minimum number of credits required for teacher certification (education-related subjects and kinds of certificates); (6) major subject studies required for lower secondary school teacher certificate; and (7) minimum requirements for New Teacher Certificates Revised in 1989/90. A description is given of teacher training at universities of education, teacher training at a faculty of education in the ordinary university, and teacher training for the non-education major. A brief discussion is presented on teacher training reform. (JD)

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NIER OCCASIONAL PAPER 03/89

TEACHER TRAINING IN JAPAN

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NOTE

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1. The History and Philosophy of Teacher Training

The system of teacher training in Japan dates from 1872, when a 'system of education' was promulgated. Tokyo Normal School was established and from this time on, elementary school teachers received training in Normal School established in each prefecture. In certain districts, Higher Normal Schools were established, in which the main focus was on the training of middle school teachers.

After World War II, the system of teacher training in Japan underwent a radical change. In 1946, the First American Educational Instructor Corps issued the following recommendations on the subject of teacher training. These said that, firstly, the teacher training curriculum should be composed of the three areas of general education, professional education and specialist education; and secondary, Normal Schools should be reconstituted as 4-year universities of teacher training and teacher training implemented at regular universities.

With these recommendations in mind, the structure of teacher training was set up in 1949, with the Law on the Certification of Educational Personnel as the basis. In the same year, national universities of teacher education as well as faculties of Liberal Arts at national universities were established in order to implement the training of teachers at schools in the compulsory education range. The system was also established whereby, if students obtained at a university the credits necessary for entry to the teaching profession, they would be entitled to receive a teacher certificate on the basis of the provisions of the above law.

It is the above background that the teacher training is carried out in Japan at universities and junior colleges. National universities of teacher education and faculties of education in national universities are mainly concerned with training teachers for elementary and lower secondary schools. On the other hand, the training of lower and upper secondary school teachers is implemented by means of the acquisition by students of those credits specified in the Law on the Certification of Educational Personnel at those national, public and private universities that have received special approval from the Ministry of Education, Science and Culture.

In order for students to be able to acquire a teacher certificate, those universities and junior colleges concerned with teacher training is required to meet the conditions that are appropriate for the issuing of a teacher certificate, approved by the Ministry of Education.

Course approval of teacher training is given according to the type of teacher certificate concerned. Certificates are classified by type of school into those for elementary schools, lower secondary schools, upper secondary schools, schools for the blind, schools for the deaf, schools for the physically and mentally handicapped, kindergartens, etc. Certificates consist of 1st class regular certificate, 2nd class regular certificate, and an assistant certificate (temporary). Furthermore, certificates comprise 1st class regular certificate, 2nd class regular certificate, and an assistant certificate (temporary) for teachers in schools for the handicapped. The regular certificates for teachers in lower and upper secondary schools are also designated by subject into those for Japanese language, social studies, mathematics, etc. In the case of regular certificates for teachers at vocational upper secondary schools, the certificate is classified, according to the type of vocational courses, into agriculture, industry, commerce, fisheries and mercantile. At teachers universities and faculties of education established for the purpose of training teachers, the approval of teacher training courses and the kinds of teacher certificates are linked. In the case of ordinary universities and faculties as well as junior colleges, however, in order for approval to be given for a course, the institution must set up specialist courses of study in subjects specified in the Law on the Certification of Educational Personnel and establish courses to enable students to acquire the required credits in teaching subjects.

On the question of subject approval, the system is that the kind of teacher certificate issued corresponds to the subject studied. For example, a teacher certificate in Japanese must match subject study in Japanese literature, a teacher certificate in English to match subject study in English language and literature, a certificate in social studies to match subject study in history, etc.. In science, the certificate issued will also match the specific subject, e.g. physics and others.

In university faculties, it is usual for there to be approved courses corresponding to teacher certificates for lower and upper secondary schools. In junior colleges, courses are only approved in respect of certificates for teachers in kindergartens, elementary schools and lower secondary schools. However, under the newly revised Teacher Certificate Qualification Law, special teacher certificates for elementary, lower secondary and upper secondary schools can be issued in respect of graduate school master's courses.

At the present time, some 84% of universities and junior colleges in Japan have courses carrying entitlement to some form of teacher certificate, and many students acquire a teacher certificate at the time of graduation. There are also cases where one student may acquire two or three different kinds of certificate. For only 17% of these is acquisition of a certificate linked to entry to the teaching profession. Table 1 to 3 show the current position.

Table 1: Number of Universities, Junior Colleges and Appointed Teacher Training Institutions

Division	National	Local Public	Private	Total
Universities:				
Teacher certificates for elementary school	51	4	40	95
T.C. for lower secondary school	73	26	267	366
T.C. for upper secondary school				
First class graduate school	69	13	114	196
non-degree course for graduates	29		36	65
Second class (undergraduate)	76	25	284	385
T.C. for kindergarten	51	4	41	96
T.C. for the blind graduate	1			1
undergraduate	4			4
T.C. for the deaf	9			9
T.C. for the handicapped	51		21	72
T.C. for nurse-teacher	14	2	4	20
Junior colleges:				
T.C. for elementary school		1	59	60
T.C. for lower secondary school	11	29	362	402
T.C. for kindergarten		16	216	232
T.C. for the handicapped			1	1
T.C. for nurse-teacher		3	29	32
Appointed teacher training institution:				
T.C. for elementary school			2	2
T.C. for lower secondary school			4	4
T.C. for kindergarten		4	42	46
T.C. for the blind	1			1
T.C.for nurse-teacher	9	23	2	34

* T.C. = Teacher certificates

Table 2: Number of Graduates who Obtained Teacher Certificates

(1): Number of T.C. recipients (2): Number of graduates employed as teachers

Division		Number of Graduates	Teacher Certificates Awarded	Elementary School		Lower Secondary School		Upper Secondary School		Special School of Education		Kindergarten		Nurse-Teacher		Total	
				(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)
UNIVERSITIES	National: Universities and faculties of teacher education	19,547	19,419	16,334	4,926	16,838	3,403	14,108	866	2,157	573	3,554	188	518	229	53,509	10,185
	National: General	56,028	9,631	76	18	6,362	410	10,297	1,603	28	53	48	3	18	11	16,829	2,098
	Local public	8,701	29,963	440	64	2,679	205	2,815	330		17	98	9	19		6,051	625
	Private	268,827	52,218	4,837	892	44,155	3,226	49,960	3,586	1,255	305	3,643	497	91	22	103,941	8,528
	Total	352,648	84,231	21,687	5,900	70,034	7,244	77,180	6,385	3,440	948	7,343	697	646	262	180,330	21,436

Table 3: Percentage Distribution of Teachers by Educational Attainment

Educational Attainment	Elementary Teachers	Lower Secondary Teachers	Upper Secondary Teachers
Completion of:			
University course (including graduate school)	58.4%	75.6%	84.3%
Junior college course	32.4%	21.4%	8.5%
Upper secondary course	7.6%	1.9%	1.2%
No answers	1.6%	1.1%	6.0%
Total	100.0%	100.0%	100.0%

In this way, since the promulgation of the Teacher Certification Qualification Law, the basic philosophy of teacher training in Japan has helped to develop the arrangements for an implementation of the certificate law and regulations, confirmation of teaching as a specialization, and the realization of the openendness of the teacher training system. Thus, the authority to grant teacher certificates is vested in the prefectures.

After the Education Personnel Certificate Law was implemented in 1954, as a result of the findings of the Council of the Educational Personnel Training investigation, criteria for the establishment of teacher training courses in universities were established and the system of approval of courses came to be implemented.

In 1958, the report of the Central Council for Education put forward suggestions for clarification of the purpose and character of teacher training, and for re-authorization of teacher training faculties. In 1963, a report by the Council recommended the diversification of higher education institutions. In the following year, 1964, in relation to the structure and educational content of national universities of teacher education and their faculties, through the medium of a Ministrial Ordinances on Courses, Curricula and the like, the purpose of these bodies was clearly defined as that of teacher training.

In 1971, the Central Council for Education, within the framework of the conception of classifying universities into different types, recommended that the training of elementary school teachers in particular should be carried out on a targeted basis. This recommendation emphasized that the training of teachers for compulsory education institutions should be limited to specified universities and faculties.

2. The Present State of Teacher Training

Within the present system of teacher training there are a number of problem areas. It is relatively easy to obtain a teacher certificate at university. Within this context, problems include that of many students who have not been confirmed as having the necessary aptitude or ability to become teachers, inadequate teaching staff and curricula of education courses at universities, inadequacies in the establishment of teaching practice, and the need for improvement of in-service education. In recent years, however, in order to respond to society's demands for an improvement in the quality of the teaching force, we have seen the establishment of new types of the universities of teacher education having the aim of conducting practical research into school education, as well as of the departments of educational research in graduate school level having the aim of providing opportunities for study and research into in-service teacher education.

As far as the curriculum of universities and faculties providing teacher training is concerned, this must be linked to the specialist nature of the teaching profession. The profession of teacher has as its basis of deep love of education and a sense of personal commitment as an educator. Required of teachers are broad and rich human knowledge, specialist professional knowledge of education, a knowledge of educational ideas and methodology, also a profound understanding of human growth and development, and the ability to apply this knowledge and expertise, within the context of instruction on a professional level and in everyday life, in accordance with the stage of development of the learners, first-class educational techniques that can be applied in practice, the ability to form links with school management and community, etc.. What is additionally required for a teacher is a high order of ability to integrate this into a complete whole. Moreover, while continuing to carry out his/her work, the teacher must constantly examine his/her own teaching practice. While carrying out scientific investigations he/she must always pursue the true ideal of educational theory and practice, and be careful to maintain the attitude of a creative researcher. Consequently, the curriculum in universities and faculties charged with teacher training must lay the base for the exercises of teaching practice. Since it is also unlikely to be the case that the necessary abilities and aptitudes can be truly absorbed solely through lectures and exercises, teaching practice assumes a very important role in the teacher training curriculum. It is necessary to use the knowledge acquired in university as a base, and through actually experiencing in the classroom, to learn how to integrate and substantiate these elements, and then to use the expertise thus acquired to reconstitute within a theoretical framework the knowledge learned at university.

The curriculum of universities and faculties charge with teacher training is constituted in conformity with the Educational Personnel Certificate Law and the regulations for its implementation. However, in accordance with its special individual characteristics, each university, while incorporating these rules

and regulations, aims at what is sees as the most desirable form of teacher training and puts together its own characteristic curriculum.

The number of credits specified in the Regulations for Implementation of the Educational Personnel Certificate Law is as shown in Table 4. It should also be noted that a revision is planned from the 1989/90 financial year, and the kinds of certificate and number of credits applicable after the revision are as shown in Table 5.

Table 4.1: Minimum Requirements for Teacher Certificates

Types of Certificate		Basic qualification for certificates	Minimum number of credits to be earned at university (or junior college) in: Major subject studies (1)	Education-related subjects (2)	Subjects related to special education
Elementary School Teacher	1st class regular certificate	Bachelor's degree	16	32	
	2nd class regular certificate	Acquisition of at least 62 credits (including 2 in physical education) after 2 years' study at university or junior college	8	22	
Lower secondary school teacher	1st class regular certificate	Bachelor's degree	A40 B32	14	
	2nd class regular certificate	Acquisition of at least 62 credits (including 2 in physical education) after 2 years' study at university or junior college	A20 B16	10	
Upper secondary school teacher	1st class regular certificate	(a) Master's degree or (b) Acquisition of at least 30 credits after one-year study at non-degree course for graduate, or at its equivalent	A62 B52	14	
	2nd class regular certificate	Bachelor's degree	A40 B32	14	

Teacher of special school	1st class regular certificate	Acquisition of regular certificate of kindergarten, elementary, lower secondary or upper secondary teacher			20
	2nd class regular certificate	Same as above			10
Kindergarten teacher	1st class regular certificate	Bachelor's degree	16	28	
	2nd class regular certificate	Acquisition of at least 62 credits (including in physical education) after 2 years' study at university or junior college	8	18	

Notes:

(1) A lecture class of 15 hours, requiring 30 hours of student preparation, yields on credit. A seminar class of 30 hours, requiring 15 hours of student preparation, yields one credit. Laboratory classes requires 45 hours in laboratory for one credit.

(2) "A" requirements are for lower secondary school teachers of Social Studies, Science, Industrial Arts, Home-making and Vocational Subject, and for upper secondary teacher of Social Studies, Science, Home Economics, Agriculture, Industry, Business, Fisheries, and Mercantile Marine. "B" requirements are for lower secondary teachers of Japanese Language, Mathematics, Music, Fine Arts, Health and Physical Education, Health, Vocational Guidance, Foreign Language and Religious Education, and for upper secondary teachers of Japanese Language, Mathematics, Music, Fine Arts, Arts and Crafts, Calligraphy, Health and Physical Education, Health, Nursing, Vocational Guidance, Foreign Languages and Religious Education.

(3) Up to one half of the total minimum number of credits for education-related subjects may, for the time being, be substituted for credits earned in major subject studies, for lower secondary school teachers of Music and Fine Arts, as well as for upper secondary teachers of Mathematics, Science, Music, Fine Arts, Arts and Crafts, Calligraphy, Agriculture, Industry, Business, Fisheries and Mercantile Marine.

(4) Education-related subjects include Educational Principles,Educational Psychology, Teaching Methods,Studies of Moral Education, Teaching Practice, and others.

Table 4.2: Minimum Number of Credits Required for Teacher Certificate (Education-related Subjects and Kinds of Certificates)

Kinds of Certificates \ Education-related Subjects		Educational Principles	Educational Psychology, Child Psychology	Educational Psychology, Adolescent Psychology	Study of Teaching Materials	Methods of Teaching	Study of Nursery Education	Study of Moral Education	Teaching Practice
Elementary School Teacher	First	4	4		16			2	4
	Second	2	2		12			1	4
Lower Secondary School Teacher	First	3(2)		3(2)		3(2)		2	2(1)
	Second	2(2)		2(2)		2(1)		1	2
Upper Secondary School Teacher	First	3(2)		3(2)		3(2)			2(1)
	Second	3(2)		3(2)		3(2)			2(1)
Kindergarten Teacher	First	4	4				12		4
	Second	2	2				8		4

Table 4.3: Major Subject Studies Required for Lower Secondary School Teacher Certificate

Subjects for Certificates	Major Subject Studies	Minimum number of credits for certificates	Second class	First class
Japanese Language	* Japanese Linguistics (including Composition and Speech)	6 or 4	16	32
	* Japanese Literature (including History)	8 or 6		
	* Classical Chinese	4 or 2		
	* Japanese Calligraphy	4 or 2		
	Total	16		
Social Studies	* History of Japan and World History	6	20	40
	* Geography (including Regional Geography)	6		
	* Legal Science and Political Science	2		
	* Sociology and Economics	2		
	* Philosophy, Logic and Religion	4		
	Total	20		

Mathematics	* Algebra	4		
	* Geometry	4		
	* Analysis	4	16	32
	* Statistics	2		
	* Surveying	2		
	Total	20		
Science	* Physics (including Experiment)	5		
	* Chemistry (including Experiment)	5		
	* Biology (including Experiment)	5	20	40
	* Geology (including Experiment)	5		
	Total	20		
Music	* Solfege	2		
	* Vocal Music (including Chorus)	6 or 4		
	* Instrumental Music (including Ensemble)	6 or 4	16	32
	* Conducting of Choral Music	2		
	* Music Theory and History of Music	2		
	Total	16		
Fine Arts	* Painting	4 or 2		
	* Sculpture	4 or 2		
	* Design (including Structure)	4 or 2		
	* Ceramics	4 or 2	16	32
	* Theory of Fine Arts and History of Fine Arts	2		
	Total	16		
Health and Physical Education	* Gymnastics and others	4		
	* Principles of Physical Education and Management of Physical Education	4		
	* Physiology (including Physiology of Exercise)	2	16	32
	* Hygiene and Public Hygiene	2		
	* School Health (including Prevention of Illness and First Aid)	4		
	Total	16		
Health	* Physiology and Nutrition	6		
	* Hygiene and Public Hygiene	4		
	* School Health (including Prevention of Illness and First Aid)	6	16	32
	Total	16		
Industrial Arts	* Drawing	4 or 2		
	* Woodworking	4 or 2		
	* Metalworking	4 or 2		
	* Machinery (including Practice)	6 or 4	20	40
	* Electricity (including Practice)	6 or 4		
	* Cultivation (including Practice)	2		
	Total	20		

Home Making	* Nutrition, Food Science and Practice in Cooking	6 or 4	20	40
	* Clothing, Textiles and Practice in Clothing	6 or 4		
	* Housing (including Drawing and Home Handicraft)	4 or 2		
	* Child Care (including Home Nursing)	2		
	* Home Management and Family Relationships	2		
	* Home Mechanics and Electricity	4 or 2		
	Total	20		
Vocation	* Outline of Industry	2	20	40
	* Vocational Guidance	4		
	* Agriculture, Industry, Commerce and Fishery	10		
	* Practice of Agriculture, Industry, Commerce and Fishery	4		
	Total	16		
Vocational Guidance	* Vocational Guidance	4	16	32
	* Technique of Vocational Guidance	8		
	* Management and Administration of Vocational Guidance	4		
	Total	16		
English	* English Linguistics	6	16	32
	* English Literature	6		
	* English Conversation and Composition	4		
	Total	16		
Religion	* Theory of Religion	6	16	32
	* History of Religion	6		
	* Doctrine of Religion and Philosophy	4		
	Total	16		

Table 5: Minimum Requirements for New Teacher Certificates Revised in 1989/90

Types of Certificate		Basic qualification for certificates	Minimum number of credits to be earned at university (or junior college) in: Major subject studies (1)	Education-related subjects (2)	Subjects related to special education
Elementary school teacher	Special class certificate	Master's degree	18 including (1)&(2): 24	41	

Elementary school teacher	1st class regular certificate	Bachelor's degree	18	41	
	2nd class regular certificate	Acquisition of at least 62 credits (including 2 in physical education) after 2 years' study at university or junior college	10	27	
Lower secondary school teacher	Special class certificate	Master's degree	40 including (1)&(2): 24	19	
	1st class regular certificate	Bachelor's degree	40	19	
	2nd class regular certificate	Acquisition of at least 62 credits (including 2 in physical education) after 2 years' study at university or junior college	20	15	
Upper secondary school teacher	Special class certificate	Master's degree	40 including(1)&(2): 24	19	
	1st class regular certificate	Bachelor's degree	40	19	
Teacher of special education	Special class certificate	Master's degree and Acquisition of regular certificate of kindergarten, elementary, lower secondary or upper secondary teacher			47
	1st class regular certificate	Bachelor's degree and Acquisition of regular certificate of kindergarten,elementary,lower secondary or upper secondary teacher			23
	2nd class regular certificate	Acquisition of the above regular certificates			13

Kindergarten teacher	Special class certificate	Master's degree	16 including (1)&(2): 24	35
	1st class regular certificate	Bachelor's degree	16	28
	2nd class regular certificate	Acquisition of at least 62 credits (including in physical education) after 2 years' study at university or junior college	8	23

Notes:

(1) Certain procedures in respect of how to earn the credits required in this table will be described in an ordinance to be issued by the Ministry of Education.

(2) A 'Master's degree' holder designated as a basic qualification in this table is one who has completed his/her study at a special course in the graduate school level and earned more than 30 credits.

(3) With regard to 'universities and junior colleges' entitled to offer credits towards 2nd class regular certificates in this table, teacher training institutions designated by the Ministry of Education are included among them.

(4) With regard to a basic qualification for certificates, certain number of credits in general education and physical are required: for special class certificates as well as 1st class regular certificates for elementary school teacher, lower and upper secondary schools teachers, and kindergarten teacher; and for 2nd class regular certificates for elementary school teacher, lower secondary school teacher, and kindergarten teacher.

(5) Required credits for both major subject studies and education-related subjects studies have to be either one of the followings: firstly, credits are earned through the teacher training courses established by a university authorized by the Ministry of Education to issue teacher certificates; and secondly, credits are earned from another institution, but accepted as transfer credits by a university which is to issue teacher certificate.

3. Teacher Training at Universities

Teacher Training at Universities of Teacher Education

In the context of this paper, a single subject university means a university of teacher education. On the basis of the principle that teacher training is something that happens in the university, the organization and contents of a university of teacher education, which is directly concerned with the planning of teacher training, are constituted in accordance with the 'University Establishment Standards', which represent the required standards for an ordinary university, and the 'Educational Personnel Certificate Law and Implementation Regulations'.

In a university of teacher education, there are courses corresponding to the different kinds of teacher certificate. The courses are generally divided into teacher training courses for elementary school, lower secondary school, upper secondary school, school for the handicapped, and kindergarten. In the case of lower secondary school teacher training courses, the curriculum is divided into special subject area courses, namely Japanese language, social studies, mathematics, science, music, art, health and physical education, health, industrial arts, home making and a foreign language (almost invariable English), corresponding to the subject of the teacher certificate.

In the case of elementary school teacher training courses, there is a general requirement that a student must complete courses in all subjects taught in elementary school, and there are many universities which operate the 'special training' system (also called the 'peak' system), whereby a student must select and study a number of subjects in greater depth. The subjects that can be specialized in are: school education, educational psychology, Japanese language education, social studies education, mathematics education, science education, daily living education, music education, art education, the pedagogy of health and physical education, technology education, home economics education and broad-band education.

In universities of teacher education, it is a requirement for graduation that a student must acquire 124 or more credits, including 36 in general education subjects spread over the humanities, the social sciences and the natural sciences, 8 credits in 'foreign language subjects' in a foreign language (almost all universities now make it a condition to obtain credits in 2 or more foreign languages), 4 credits for lectures or practical work in 'health and physical education subjects', and 76 credits in his/her own major subjects area. Within the framework of the Educational Personnel Certificate Law and Implementation Regulations, these 76 'specialist credits' are divided into 'professional areas' and 'subject-based areas', with the curriculum being drawn up in each university according to its special characteristics.

As shown in Table 4.1 and 4.2, in the case of a 1st class elementary school teacher certificate, of the minimum number of credits required for acquisition of a certificate, 32 must be in a professional area; of these 32, it is obligatory to take 4 credits in Educational Principles, 4 in Educational Psychology and Child Psychology, 16 in the Study of Teaching Materials, 2 in Moral Education, and 4 in Teaching Practice.

Other professional area credits can be taken in subjects selected from Philosophy of Education, History of Education, Sociology of Education, Educational Administration, Educational Finance, School Management, School Health, School Building, Educational Evaluation, Educational Psychology, Audio-Visual Education, Library Science, Museum Science, Vocational Guidance, and Social Education.

Of the total of 16 credits in major subject areas, it is specified that half 'must be subjects that include a general and comprehensive content'; these subjects should be ones taught as basic subjects at university and often including the designation of 'principles', 'overview' or 'outline'. It is to meet this requirement that lecture courses with the title 'Outline of Japanese Language', 'Overview of Social Studies', or 'Overview of Science' are arranged.

In the case of a lower secondary school teacher training course, taking for example a Japanese Language Certificate, of the 32 major subject area credits shown, 16 credits represent the minimum number of required credits specified in the Educational Personnel Certificate Law and Implementation Regulations, which show the credits required for each subject.

In a university of teacher education, in order to integrate the functions of an ordinary university, namely the teaching of specialist subjects and the carrying out of academic research on the one hand, and the functions of a university of teacher education, namely the training of teachers, on the other, it is a requirement for graduation that students must acquire both major subject credits and professional credits over and above the maximum limit specified in the Certificate Law; credits should be gained through lectures, seminars, experiments and practical work.

Also, in the case of an elementary school teacher training course, the Study of Teaching Materials covers 8 subjects, and it is usual for 2 credits to be taken in each, making a total of 16, but there are universities of teacher education which make it a speciality to take 3 credits in each subject, i.e. a total of 24.

In the case of research in moral education too, it is obligatory to acquire 2 credits in each of a number of general subjects, such as philosophy, ethics and logic. In addition, in the area of teaching practice, there are many universities that add additional periods of teaching practice corresponding to 2 to

3 credits to the 4 credits specified as necessary in the criteria.

Teacher Training at a Faculty of Education in the Ordinary University

In an ordinary university the Faculty of Education is the one directly concerned with the planning of teacher training. There are two types of universities: one where general education is carried out in the Faculty of Liberal Arts on an all-university basis, and the other where it is carried out in individual faculties. In both cases, teaching of those subjects directly concerned with teacher training begins in the latter part of the general education course. However, there are universities where, in order to provide educational orientation from the time of entry to the university and with a view to the specialist nature of the teaching profession, basic courses in educational principles or educational psychology can be taken from the first year. The same is also true of teacher training courses given in faculties of education.

As far as major subject courses are concerned, education faculty students are permitted to take courses, which are approved for credit acquisition, in other faculties too, making it possible for an element of diversity to be introduced into the contents. However, there is a tendency for the curriculum to be based in the direction of training for lower secondary and upper secondary teachers, and for those elements peculiar to elementary school teacher training to be neglected.

In the case of both the universities of teacher education and the faculties of education at the ordinary university, it cannot be considered satisfactory, for universities and faculties which have as their principal aim the training of teachers, if the curriculum does no more, in terms of professional and major area subjects, than meet the necessary credit requirements specified in the Certificate Law. Further more, in order to implement to the full the concept that it is a university in which teacher training is carried out, while paying all due respect to the freedom of teaching and research in specialist academic areas, provision must also be made to enable staff to carry out deeper research in a particular filed. How to integrate these factors and bring them together in a university or faculty aimed at teacher training and having its own special characteristics, and what form the structure and organization of these institutions should take, are questions that demand constant research. Efforts must also be made to reform teacher training courses, and in particular the training of elementary school teachers is something that requires still deeper study.

Teacher Training for Non-Education Major

Under the open system of teacher training in Japan, it is possible for students who acquire the required qualifications and

credits to acquire a teaching qualification at all universities, faculties and junior colleges other than those universities and faculties which have teacher training as their main reason d'etre.

Regarding the method of application for course approval to enable universities to give courses whose completion carries the right to obtain a teaching qualification, in the first instance the composition of the staff concerned with regular courses and in relevant faculties and departments must be satisfactory. In addition, there must be sufficient staff to teach main subjects both in respect of ordinary schools and schools for the handicapped, and to teach professional subjects. In this way, parameters are set so that set qualitative criteria can continue to be met.

If universities and faculties meet the conditions based on these criteria, and if they carry out the set administrative procedures, they can receive approval for courses from the Minister of Education. Universities which have received such approval are known as course-approved universities, and students who graduate from these universities with the credits specified in the Certificate Law and who carry out the necessary set procedures vis-a-vis prefectural and metropolitan education committees, are entitled to receive a teacher certificate.

As the present time, 84% of all national, public and private universities have received such course approval. Regarding the teacher training curriculum in these course-approved universities, with regard to major subject area courses, those courses among the courses generally provided by the university or faculty that meet the requirements specified in the Certificate Law are regarded as having approval, while those courses specified in the Certificate Law and not generally provided, are specially arranged, using part-time or special staff. Consequently, in the area of major subject courses, professional courses and teaching practice, there are many people whose teaching qualifications comprise the lowest limit of credits specified under the Certificate Law.

4. Teacher Training Reform

Against a background of economic depression caused by the oil shock of late 1970s and a decline in people employed by private companies, and as a result of the improvement in teachers' salaries, a special measure enacted in 1974 with the aim of securing teaching personnel in compulsory education schools so that educational standards could be maintained and raised, there was a marked increase in the number of aspirants for teacher certificates and a noticeable imbalance between these and the number actually entering the teaching profession. If one looks at the relationship between the number of graduates with a teacher certificate and the number who becomes teachers, one finds that only 16.8% of certificate holders took up teaching. A further factor which is accelerating this imbalance is the recent

decline in the number of teachers employed, caused by the decrease in the number of children.

This situation has brought into question various aspects of the teacher training and teacher certificate system in Japan. After the war, taking into account the abuses that had occurred under the prewar system, the view that teacher training should be carried out in universities gained acceptance. It was decided that an open system should be adopted whereby teacher certificates would be granted to all those who obtained the necessary credits specified in the Educational Personnel Certificate Law. However, if one looks at the situation following the implementation of this new system, one finds a real lowering of certificate standards and, as a result of certificate grading, introduced in the light of supply and demand considerations at the time of the establishment of the new system, a noticeable trend to acquire, as a formality, the minimum credits required, simply in order to obtain a qualification. The result of this is that there are many cases where the education necessary in teaching practice and other areas is given in name only. The situation can consequently be said to be one where aspiring teachers cannot be sufficiently imbued with a proper professional consciousness or with the academic ability and leadership qualities necessary for a teacher.

The above questioning, made with the aims of raising the quality of teachers, has resulted in a number of suggestions.

These include lengthening the period of teacher training and making preparatory guidance more substantial as well as changing the conditions for the successful completion or teaching practice, altering the methods for sending students on teaching practice, and adopting a revised policy for incorporating the results of teaching practice into the conditions for the employment of teachers. However, it has to be remembered that teaching practice is one linked in university education, and it has to be thought of both as a place for testing the verification of educational theory and practice, and as a place for identifying new research themes. It is important that consideration is given not to formally increasing the number of credits for teaching practice or to separating teaching practice from university education, but rather to ways of making the content of teaching practice more substantial.

At present, measures are underway, as part of a policy to maintain and raise the level of teachers, to increase the number of certificate credits, to introduce a new higher level certificate, to systematize study and practice of the requirements needed to carry out the job of teaching, to introduce a system of certificate disqualification, and to introduce new special certificates in specialist fields.